

Name of School: Balby Central Primary Academy

SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The information set out below will be added to Doncaster LA's Local Offer site located under 'Information, Advice and Guidance' (then under 'Schools and Alternative Provision'). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.

All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4). This document reflects the changes within Doncaster Local Authority in the 2020-2021 academic year with the introduction of the Graduated Approach for SEND.

Schools have additional duties under the Regulations to provide more detailed information in their SEND Policy, SEND Information Report and how the school meets the duties of the Equality Act 2010.

<p>Brief description of the school</p> <p><i>(age range, size of school, LA maintained/ Academy/Free School and any Mission Statement you wish to include)</i></p>
<p>Balby Central Primary Academy is a 3-11 mainstream academy, part of Rose Learning Trust since 2017. We have approximately 450 children on roll with 24 different languages spoken.</p> <p>Our Vision is “shaping lives and building futures to be the best we can be.”</p> <p>At Balby Central Primary Academy, we have a whole-school inclusive approach towards the Special Needs Policy and Practice.</p> <p>Children identified as having SEND are, as far as practicably possible, fully integrated into mainstream classes. Every effort is made to ensure they have full and equal access to the National Curriculum and that they are included into all aspects of school life. The SEN Code of Practice makes it very clear that ALL teachers are teachers of children with additional needs.</p>
<p>How we identify if your child may need additional help and/or has special educational needs (SEND)</p>
<p>Early identification of child with SEN is a priority.</p> <p>On entry to school each child's aptitudes and abilities will be assessed, and as the children continue through school, we will use appropriate screening and assessment tools to ensure that they are making expected progress.</p> <p>Assessment Data will include:</p> <ul style="list-style-type: none">• information from parents• records from pre-school/ nurseries or previous schools• evidence obtained via teacher observation/ assessment• child's performance in National Curriculum subjects

- standardised screening or assessment tools providing reading, spelling and mathematical ability ages
- reports from external agencies, such as Educational Psychology, Occupational Therapy, Portage, Speech and Language Therapy.

We will work together with all children and their parents using the assessment information from class teachers to design appropriate programmes for children identified with SEN including:

- providing personalised starting points for an appropriate curriculum
- identifying a need for support within the class
- assessing the level of learning difficulties in each particular area
- ensuring that on-going observations/ assessments provide regular feedback on achievements which will then inform the next steps in learning
- Involvement of parents and the child throughout to create a joint home-school learning approach.

What provision is available at Balby Central Primary Academy to support a child with additional needs?

Procedure: The Graduated Approach to Educational Provision for Children with Additional Needs

A graduated approach to meeting the needs of the child is taken in school. The child and their parents are at the centre of this, and fully involved at each and every stage. There will be a focus on the child's well-being as well as their academic achievement.

The first step of this is appropriately differentiated work as part of quality first teaching.

- Step 1 SEN Support – Where support additional to that of normal class provision is required in order for your child to 'catch up' with his peers, your child will be given SEN Support. This will usually involve your child working on an accelerated learning programme for a set period of time and may also include some additional 1-1 support led by the teacher, TA or LSA. If, after monitoring, it is felt that advice from specialist professionals (Educational Psychology, Speech and Language, etc.) is needed, this will be discussed with you and any interventions or support programmes planned for your child will be informed by the advice from the specialist professionals.
- Step 2 – Education, Health and Care Plans– Where concerns remain, despite sustained intervention, the school will consider requesting an Education, Health and Care Plan (EHCP). The EHCP will set out in detail your child's strengths as well as areas of need and detail the provision for your child in the areas of education, health and social care.

How we involve parents and carers in meeting the needs of their child and in whole school developments

At Balby Central Primary Academy we believe that working in partnership with parents is key to aiding the development of their child. In working towards this key principle, we will:

- Assist parents/carers in their understanding of SEND procedures, provision and support through meetings and sharing updated policy and practice.
- Provide opportunities for discussion by encouraging parents/carers to attend regular meetings, workshops and parents' evenings.

- Ensure that the review process seeks and takes account of the parent/carer's view as well as the child.

Prior to your child entering Balby Central Primary Academy, they are given a comprehensive transition process where key information about your child's development will be discussed with the school team. Wherever possible there should be pre-emptive action before your child enters the school if it is known that they have additional needs. This includes additional orientation visits, advice for other professionals, working with the Inclusion Team, and discussions with the SENCO. This support and communication will continue throughout your child's time in school, with at least three termly meetings and informal discussions as necessary. If the class teacher feels additional support is required for your child, then an initial meeting will be made to plan this.

A SEND support plan along with a child-centred one-page profile may be developed, implemented then reviewed. Each child on the SEND register has a support plan, which contains planned targets and will involve the SENCO overseeing the plans or being involved in their development. At SEND Support, the plan will be discussed at termly meetings and the action will be part of the child's provision map. A child with an EHCP (Education Health Care Plan) will also have these meetings which form part of the annual review process. Provision maps, Support plans, EHCP plans also contain information on the role of other agencies and the support they provide.

How we will involve your child in the planning and review of their support

At Balby Central Primary Academy we value the importance of involving your child in the right to have their views and opinions incorporated into the assessment and review process. All our children with SEND will be involved, wherever possible and appropriate, in review discussions as part of the process and in setting their targets. This may be through their views being brought to be shared at the meeting or by the child's attendance.

How we match the curriculum, teaching and learning approaches if your child has SEND through Quality First Teaching

At Balby Central Primary Academy all staff, whatever their role, have a duty to promote the equality of opportunity for all children. Quality First teaching is always personalised and differentiated. Our approach to teaching and learning meets the learning styles and needs of all children. We support and provide intervention for children within the class to enable first quality teaching to have impact both academically and socially on the child.

Suitable resources and intervention programmes are chosen and deployed appropriately to meet the needs of the child, and are carefully planned and evaluated.

We also put in interventions outside the class to close the gap for child with needs. These interventions have been tracked for impact of specific difficulties and include: - Thrive, Speech and Language programmes, Precision teaching, Lego Therapy, 5 Point Scales and Fortis Therapy. The academy seeks to provide interventions which have a secure research base and are founded by EEF research.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has learning needs

Additional support will be planned for through the SEN support plan. The support is tracked and monitored by the SENCO. If this support goes beyond the academy's allocation, then we can apply for Additional Top-Up Funding or Early Intervention Allowance from the Local Authority. If a child required an Education Health Care Plan, this would be furthered through

the use of the Local Authority's Educational Psychologist along with other involved professionals.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has social and communication needs

Balby Central Primary Academy operates a number of interventions to address difficulties with social communication.

In the Foundation Stage and Key Stage 1 the use of the Nuffield Speech and Language Programme, Attention Autism, Time to Talk and Circle of Friends is used to aid social communication development. The academy can also request the professional input from ASCETS team for any child with a social and communication difficulty. The academy also signposts to support groups for parents of a child with ASD.

How we will use the Graduated Approach for SEND in order to provide additional support if your child has physical, sensory and/or medical needs

The academy offers a personalised gross motor skills intervention for those SEND children identified with physical needs. The academy holds many aids such as; wobble cushions, therabands, pencil grips, koosh balls, and motion timers for those children with sensory needs. Additional support would always be given in the form of a support plan. Children with medical needs will also have a medical care plan and designated support will be illustrated on this plan in line with medical practitioner advice.

How we will use the Graduated Approach for SEND in order to provide help to support your child's emotional health and well being

At Balby Central Primary Academy, our behaviour policy is based on the Pivotal Approach with the motto, 'Ready, Respectful, Safe'. Rewarding good behaviour is paramount and we have a whole-school approach to the use of Recognition Boards, Purple Slips with Hot Chocolate Friday and the Head Teacher's award each week.

Balby Central Primary Academy is a THRIVE academy and currently have two trained practitioners offering SEMH support to children. Children with social and emotional health issues may access 1:1 support from a THRIVE Practitioner or a member of the Inclusion Team. Our Inclusion Team is on hand to support families and liaise with other agencies as well as working collaboratively with the SENCO and THRIVE Practitioners.

We also have a Child and Family Support Practitioner who supports parents and families of children with emotional health and well-being through targeted intervention, parent workshops and signposting to relevant external partners. Our Pupil Welfare Mentor supports children and families who are either in care or subject to safeguarding concerns.

We are also fortunate to be part of the Right to Succeed programme and have a Fortis therapist who uses a trauma-informed approach to provide appropriate art therapy with individual children who have had an Adverse Childhood Experience (ACE).

The SENCO and Inclusion Team hold a termly clinic with Child and Adolescent Mental Health Service (CAMHS) – 'With Me in Mind', during these clinics formal consultations can be made and referrals if deemed necessary to aid us in providing for individuals' needs.

We also work with Evolve who supports child in school through a Health Mentor who targets children with a range of mental health needs including sleep, diet and routines.

<p>How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND</p>
<p>Balby Central Primary Academy is committed to providing full accessibility throughout all its grounds and facilities for disabled child and adults. The site is of modern design and is situated on one level, providing easy access around the school.</p> <p>We provide:</p> <ul style="list-style-type: none">– easy access to the school’s main entrances and school office; with electronically opening doors– wide atriums and door frames, and no steps to breach within the school– access to disabled toilets
<p>How we promote developing independence</p>
<p>Balby Central Primary Academy curriculum strives to develop independent life-long learners. In Foundation Stage children lead their own learning in child initiated activities. Throughout the curriculum our children become self-directed in their learning experiences. Our staff support our children well in self-regulating behaviour. Providing regular feedback for each child and helping them highlight the progress made promotes our children to be successful independent learners.</p>
<p>How we measure and review your child’s progress against their targets and longer term outcomes</p>
<p>At Balby Central Primary Academy, we track children individually and measure targets against progress set. Targets for each child are set based on their prior attainment group. Each child’s progress is tracked against the objectives for the years’ curriculum. During termly parent meetings your child’s progress towards these will be discussed. It may be necessary for SEND children to be supported through interventions to achieve targets set.</p> <p>Tracking data is maintained by our staff and monitored by the SLT during Pupil Progress meetings. For children with SEN Support plans or EHC plans, parents and child are involved in the agreement of the targets set and the provision allocated. Measurements of progress towards targets are then taken at strategic points, three times a year and effectiveness monitored through assessment tracking and pupil progress meetings. This allows for the class teacher or SENCO to adapt or change the intervention to maximise progress.</p>
<p>How we apply the Graduated Approach for SEND in order to access local authority support services. How we involve other bodies, including health and social care bodies, and voluntary sector organisations, in meeting your child’s SEND and supporting you as their family</p>
<p>At Balby Central Primary Academy, we use the Graduated Approach for SEND in the following ways:</p> <p>All children are entitled to Universal Support from their class teacher through high quality teaching. This includes: high expectations and aspirations for all learners, secure subject knowledge, clear presentation of subject matter, promoting discussion, systematic checking of learners understanding, identifying and addressing misconceptions through clear feedback, adaptation of teaching as necessary, building upon previous learning to enable learners to remember long term content, designing learning environments to support learning.</p>

If a child does not make progress in line with expectations, and further support is required, the class teacher will then refer to the school SENCO for observation and further assessment. Interventions may be suggested with small groups or one-to-one support and the child is monitored for up to a term on the Cause for Concern register. This is **Universal Plus Support**.

After this period of time, if the child does not make progress, or has a diagnosed special educational need, the child is placed on the SEND register. They are deemed as requiring provision which is different from and additional to their peers. They may require individualised intervention or support programmes which are recorded on their SEND plans. External agencies may then be called upon to seek further advice and assessment. These agencies will then be involved in at least termly assess > plan > do > review meetings alongside parents/cares and suggest outcomes to meet the child's needs. This is classed as **Targeted Support**.

Finally, if a pupil has a high level of need and it is deemed necessary by all professionals and parents supporting the child, an application for an Education Health Care Plan assessment would be required. This is **Specialised Support**, which will involve a multi-agency evaluation of the plans and provision through ongoing assess > plan > do > review cycles.

External support and expertise we can call upon to help us to meet children's

Needs

- * Educational Psychologist
- * School nursing service
- * ASCETS
- * Speech & Language Team
- * Occupational Therapy
- * CAMHS
- * Physiotherapy
- * SEND Team

How we deploy our resources to meet the needs of children with SEND (including reference to using the Graduated Approach, the SEND Notional (Element 2) and Element 3 Funding)

At Balby Central Primary Academy, a Year Group Provision Map identifies groups of children for specific interventions. Children identified with SEND will have a Support Plan where the class teacher will discuss with parents the child's difficulties and set SMART targets. The child will then receive regular plan > do > review meetings at least termly with the teacher, parent, SENCO and if necessary, relevant external agency professionals to aid with more detailed outcomes and provision and resource allocation. The SENCO will discuss with the Educational Psychologist any child who requires their involvement at planning meetings with consent from the parent.

It is during such meetings that resources may be allocated to meet the needs of your child. Balby Central Primary Academy operates the Graduated Approach system for allocating resources: Universal (all children led under the direction of the class teacher), Universal Support (time-limited intervention programmes led by trained members of staff), Targeted Support (provision that is different from and additional to peers). Where the provision on the child's provision map goes above the notional element 2 funding, an application for Additional Top-Up Funding or Early Intervention Allowance may be submitted to the Local Authority to

apply for Element 3 funding. If more specialist support is required to support the child's needs in school, an application for an EHC assessment will be made by the SENCO in conjunction with the external professionals and parents / carers involved with supporting the child. If approved, the LA will be responsible for the allocation of the Element 3 funding.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

(basic awareness of SEND, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)

Relevant staff have been trained in specific areas of specific needs within the SEN spectrum. This includes all staff who have been trained in the new SEND Code of Practice and ongoing training is focused on SMART targets and SEND Support Plans.

*SENCO Award: Mrs R. Parkin (Assistant Head / SENCO), Mrs G. Lakin (Assistant Head / Safeguarding and Early Years Lead) and Mrs E. Cooke (Head Teacher / Safeguarding)

*SEND Code of Practice – all staff have received training through ongoing CPD

*Support from the Trust Director of SEND - all staff

*Thrive Trained – 2 staff

*Speech and Language development – all staff

*Autism Awareness – all staff

*Trauma Informed Working and Anxiety in Children – Teaching assistants / LSAs.

*Colourful Semantics – Teaching assistants / LSAs.

*Clicker 8 – all staff

* Lego Therapy - 2 staff

* Moving and Handling - selected staff

*Team Teach / Positive Handling - selected staff

*Doncaster Graduated Approach toolkit – Senior Leadership Team

How we include children with SEND in the life of our school

Children identified as having SEND are, as far as practicably possible, fully integrated into mainstream classes. Every effort is made to ensure they have full and equal access to the National Curriculum and that they are integrated into all aspects of school life including trips, residentials and after school activities/ clubs etc. Peer and adult support may be employed to boost confidence, self-esteem and create an active learning environment. The SEN Code of Practice makes it very clear that ALL teachers are teachers of child with additional needs. Where necessary, we will ensure that any child who requires 'reasonable adjustments' to be made which will enable them to access every part of school life, we will do so. This includes adaptations made to the physical environment as well as to the curriculum.

How we prepare children and young people to join our school

When joining Balby Central Primary in any year the parent and child will be invited in for a tour of the academy with members of the SLT. If joining in the nursery the staff operates a comprehensive transition programme with a range of drop-in session both with and without

family members present. For our SEND children this can be extended to build the familiarity with the environment and staff.

The school works extensively with the Doncaster Early Years Team for any child with identified SEND joining us in Reception from an independent Early Years provision. EIA funding is applied for and joint meetings with parents and providers is put into place along with a robust transition plan, prior to the child transitioning to full-time education.

How we prepare children and young people to move on from our school

Balby Central Primary Academy holds an excellent relationship with its feeder secondary schools. Children with SEND are discussed at length in the annual review meetings prior to going into Year 6, the secondary school will then attend the child's transition meetings. Each child is discussed at length with the school's Inclusion team. The SENCO is also the Transition Champion who co-ordinates the successful transition for all Year 6 children, working with the Doncaster Transition Team.

Contacts for more information

Assistant Head / SENCO – Mrs R. Parkin

Rose Learning Trust Executive SEND lead - Ms J. Walker

Head Teacher - Mrs E. Cooke

To contact the school please call 01302 321914

Email: admin@balbycentralprimary.co.uk

Please note:

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Please return this proforma to Families Information Service, by email to:

FIS@doncaster.gov.uk

If you have any queries, please contact Louisa Townsend at louisa.townsend@doncaster.gov.uk or Family Information Service on 0800 138 4568.

Thank you.